

Outcomes and Progress. The first two reform areas, (A) and (B) are “Core Areas of Focus” for this program and all applicants addressed selection criteria based on these core areas. Reform areas (C), (D), and (E) are “Focused Investment Areas” where State’s choose which specific areas to target based on their State’s early childhood reform areas and policies. Research demonstrates that high-quality early learning and development programs and services can improve young children’s health, social-emotional, and cognitive outcomes; enhance school readiness; and help close the school readiness gap that exists between children with High Needs and their more abled peers at the time they enter kindergarten. The Annual Performance Report for this program will collect data on the performance measures and the selection criteria described in the application (note OMB approval in 2011). Program staff has reviewed this report carefully to minimize burden. The APR will be collected electronically which will enable program staff to pre-populate information on baseline data, approved performance targets, and approved annual budgets. This report will be used to provide necessary information to program staff and to the public on the implementation of these grants.

Dated: August 29, 2013.

**Tomakie Washington,**

*Acting Director, Information Collection Clearance Division, Privacy, Information and Records Management Services, Office of Management.*

[FR Doc. 2013-21510 Filed 9-4-13; 8:45 am]

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**DEPARTMENT OF EDUCATION**

[Docket No. ED-2013-ICCD-0114]

**Agency Information Collection Activities; Comment Request; State Educational Agency, Local Educational Agency, and School Data Collection and Reporting under ESEA, Title I, Part A**

**AGENCY:** Office of Elementary and Secondary Education (OESE), ED.

**ACTION:** Notice.

**SUMMARY:** In accordance with the Paperwork Reduction of 1995 (44 U.S.C. Chapter 3507(j)), ED is requesting the Office of Management and Budget (OMB) to conduct an emergency review of a revision to an existing information collection.

**DATES:** Approval by the OMB has been requested by October 1, 2013. A regular clearance process is also hereby being

initiated. Interested persons are invited to submit comments on or before November 4, 2013.

**ADDRESSES:** Comments submitted in response to this notice should be submitted electronically through the Federal eRulemaking Portal at <http://www.regulations.gov> by selecting Docket ID number ED-2013-ICCD-0014 or via postal mail, commercial delivery, or hand delivery. *Please note that comments submitted by fax or email and those submitted after the comment period will not be accepted.* Written requests for information or comments submitted by postal mail or delivery should be addressed to the Director of the Information Collection Clearance Division, U.S. Department of Education, 400 Maryland Avenue SW, LBJ, Room 2E115, Washington, DC 20202-4537.

**FOR FURTHER INFORMATION CONTACT:** For questions related to collection activities or burden, please call Tomakie Washington, 202-401-1097 or electronically mail [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov). Please do not send comments here.

**SUPPLEMENTARY INFORMATION:** The Department of Education (ED), in accordance with the Paperwork Reduction Act of 1995 (PRA) (44 U.S.C. 3506(c)(2)(A)), provides the general public and Federal agencies with an opportunity to comment on proposed, revised, and continuing collections of information. This helps the Department assess the impact of its information collection requirements and minimize the public’s reporting burden. It also helps the public understand the Department’s information collection requirements and provide the requested data in the desired format. ED is soliciting comments on the proposed information collection request (ICR) that is described below. The Department of Education is especially interested in public comment addressing the following issues as they relate to ESEA flexibility renewal: (1) is this collection necessary to the proper functions of the Department; (2) will this information be processed and used in a timely manner; (3) is the estimate of burden accurate; (4) how might the Department enhance the quality, utility, and clarity of the information to be collected; and (5) how might the Department minimize the burden of this collection on the respondents, including through the use of information technology. Please note that written comments received in response to this notice will be considered public records.

*Title of Collection:* State Educational Agency, Local Educational Agency, and

School Data Collection and Reporting under ESEA, Title I, Part A.

*OMB Control Number:* 1810-0581.

*Type of Review:* a revision to an existing information collection.

*Respondents/Affected Public:* State, Local and Tribal Governments.

*Total Estimated Number of Annual Responses:* 53,198.

*Total Estimated Number of Annual Burden Hours:* 4,707,785.

*Abstract:* Title I, Part A (Title I) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001, and its regulations contain several existing provisions that require State educational agencies (SEAs), local educational agencies (LEAs), and schools to collect and disseminate information. The Paperwork Reduction Act (PRA) covers these activities, which are currently approved by OMB under control number 1810-0581 through July 2015. In addition, in 2011, ED invited each SEA to request flexibility on behalf of itself, its LEAs, and schools, in order to better focus on improving student academic achievement and increasing the quality of instruction (ESEA flexibility). The opportunity for SEAs to request ESEA flexibility also included activities covered by the PRA. Those information collection activities consisted of the information an SEA must develop and submit to ED to request this flexibility, information that an SEA provided in an Accountability Addendum, and the information an SEA that receives ESEA flexibility must annually report to ED. Approvals of ESEA flexibility requests have occurred in several iterations: Window 1, for which SEAs submitted requests in November 2011; Window 2, for which SEAs submitted requests in February 2012; Window 3, for which SEAs submitted requests in September 2012; and Window 4, for which SEAs submitted requests in spring 2013. Generally, ED approved the requests of SEAs that requested ESEA flexibility in Windows 1 and 2 through the end of the 2013-2014 school year. ED is now inviting the 35 Window 1 and Window 2 SEAs to request a two-year extension of the waivers granted through ESEA flexibility, through the end of the 2015-2016 school year. An SEA that requests renewal of ESEA flexibility must submit an updated ESEA flexibility request describing how it will continue to meet the requirements of ESEA flexibility. The purpose of this submission is to obtain approval for the resubmission activities covered by the PRA. These activities include an SEA’s addressing each of the required items described in the ESEA flexibility renewal guidance,

providing narrative responses within its currently approved ESEA flexibility request and attaching any new documentation or evidence where appropriate, and submitting the amended request to ED. In addition, an SEA must submit a completed ESEA flexibility renewal request form indicating where changes have been made in its ESEA flexibility request. The SEA may also choose, but is not required, to amend its request to make changes necessary to improve implementation going forward or to reflect more accurately implementation activities that have already occurred.

Dated: August 29, 2013.

**Tomakie Washington,**

*Acting Director, Information Collection Clearance Division, Privacy, Information and Records Management Service, Office of Management.*

[FR Doc. 2013-21509 Filed 9-4-13; 8:45 am]

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**DEPARTMENT OF EDUCATION**

[Docket ID: ED-2013-OELA-0107]

**Request for Information To Inform the Title III Technical Assistance Agenda and the Future Activities and Services of the National Clearinghouse for English Language Acquisition (NCELA)**

**AGENCY:** Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, Department of Education.

**ACTION:** Request for information.

**SUMMARY:** The U.S. Department of Education (the Department) requests information in two intertwining areas in support of the English learner community. First, the Department seeks information on the technical assistance needs of State educational agencies (SEAs), local educational agencies (LEAs), administrators, and teachers who provide services to English learners (ELs). Second, the Department seeks information on how we can best disseminate technical assistance, including materials through the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) in support of the EL community and those who provide services to ELs.

**DATES:** Written submissions must be received by the Department by September 25, 2013.

**ADDRESSES:** Submit your comments through the Federal eRulemaking Portal

or via postal mail, commercial delivery, or hand delivery. We will not accept comments by fax or by email. To ensure that we do not receive duplicate copies, please submit your comments only once. In addition, please include the Docket ID and the term “Technical Assistance-NCELA” at the top of your comments.

- *Federal eRulemaking Portal:* Go to [www.regulations.gov](http://www.regulations.gov) to submit your comments electronically. Information on using Regulations.gov, including instructions for accessing agency documents, submitting comments, and viewing the docket, is available on the site under “Are you new to this site?”

- *Postal Mail, Commercial Delivery, or Hand Delivery:* If you mail or deliver your comments, address them to Melissa Escalante, Office of English Language Acquisition, Attention: Technical Assistance-NCELA RFI, U.S. Department of Education, 400 Maryland Avenue SW., Room 5C148, Washington, DC 20202-6132.

- *Privacy Note:* The Department’s policy for comments received from members of the public (including comments submitted by mail, commercial delivery, or hand delivery) is to make these submissions available for public viewing in their entirety on the Federal eRulemaking Portal at [www.regulations.gov](http://www.regulations.gov). Therefore, commenters should be careful to include in their comments only information that they wish to make publicly available on the Internet.

*Submission of Proprietary Information:* Given the subject matter, some comments may include proprietary information as it relates to confidential commercial information. The Freedom of Information Act defines “confidential commercial information” as information the disclosure of which could reasonably be expected to cause substantial competitive harm. You may wish to request that we not disclose what you regard as confidential commercial information.

To assist us in making a determination on your request, we encourage you to identify any specific information in your comments that you consider confidential commercial information. Please list the information by page and paragraph numbers.

This Request for Information (RFI) is issued solely for information and planning purposes and is not a request for proposals (RFP), a promise to issue an RFP, or a notice inviting applications (NIA), nor does it serve as a modification to the current NCELA contract. This RFI does not commit the Department to contract for any supply or service whatsoever. Further, the

Department is not now seeking proposals and will not accept unsolicited proposals. The Department will not pay for any information or administrative costs that you may incur in responding to this RFI.

If you do not respond to this RFI, you may still apply for future contracts and grants. The Department posts RFPs on the Federal Business Opportunities Web site ([www.fbo.gov](http://www.fbo.gov)). The Department announces grant competitions in the **Federal Register** ([www.gpo.gov/fdsys](http://www.gpo.gov/fdsys)). It is your responsibility to monitor these sites to determine whether the Department issues an RFP or NIA after considering the information received in response to this RFI.

The documents and information submitted in response to this RFI become the property of the U.S. Government and will not be returned.

**FOR FURTHER INFORMATION CONTACT:** Melissa Escalante, U.S. Department of Education, 400 Maryland Avenue SW., Room 5C148, Washington, DC 20202-6132 by phone at 202-401-1407.

If you use a telecommunications device for the deaf (TDD) or a text telephone (TTY), call the Federal Relay Service (FRS), toll free, at 1-(800) 877-8339.

**SUPPLEMENTARY INFORMATION:**

**Introduction**

The Elementary and Secondary Education Act of 1965, as amended (ESEA) holds States accountable for closing achievement gaps and ensuring that all children, including children with limited English proficiency, meet the same challenging academic and achievement standards all students are expected to meet. To this end, Title III of ESEA requires States to develop English language proficiency (ELP) standards that are aligned with challenging State academic content and student academic achievement standards. States must also develop and administer ELP assessments that are aligned with those standards, and must develop annual measurable achievement objectives (AMAOs) for English language proficiency. Under Section 3303 of the ESEA, the Secretary of Education is authorized to establish and support the operation of a National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA). NCELA is administered by the Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students (OELA).

Under Section 3303 of the ESEA, NCELA’s basic function is to collect,